

PART I - ELIGIBILITY CERTIFICATION

12IL1

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district 536 Elementary schools (includes K-8)
 (per district designation): 0 Middle/Junior high schools
137 High schools
0 K-12 schools
673 Total schools in district
2. District per-pupil expenditure: 13078

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	77	123	200
3	0	0	0		10	92	121	213
4	0	0	0		11	100	139	239
5	0	0	0		12	92	123	215
Total in Applying School:								867

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
11 % Asian
25 % Black or African American
32 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
27 % White
4 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 1%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1, 2010	851
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 1%
 Total number of ELL students in the school: 13
 Number of non-English languages represented: 11
 Specify non-English languages:

Spanish, Polish, Cantonese, Mandarin, Arabic, Urdu, Farsi, Hindi, French, German, Korean

9. Percent of students eligible for free/reduced-priced meals: 53%

Total number of students who qualify: 448

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%

Total number of students served: 103

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>13</u> Autism	<u>8</u> Orthopedic Impairment
<u>0</u> Deafness	<u>21</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>41</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>35</u> Mental Retardation	<u>3</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>36</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>20</u>	<u>0</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>23</u>	<u>0</u>
Total number	<u>90</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	94%	95%	95%	94%	86%
High school graduation rate	93%	95%	96%	95%	85%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>175</u>
Enrolled in a 4-year college or university	<u>99%</u>
Enrolled in a community college	<u>1%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☐ No

☒ Yes

If yes, what was the year of the award? Before 2007

PART III - SUMMARY

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From its founding in 1998, Jones College Prep has been committed to providing all students with a rigorous college prep program that focuses on educating the whole student, providing graduates the skills, knowledge, and attributes they will need to pursue higher education and become independent, self-sufficient, and contributing members of society. The school's location in the vibrant Chicago "Loop" and its historic commitment to serving all segments of the community make it one of the most racially and socio-economically diverse schools in the CPS system. Of the top performing schools in Chicago and the state, Jones is the only school with a majority of students from low income families; 40-45% of graduates represent the first generation of their families to attend college. Focused leadership, dedicated teachers, supportive parents, and motivated students have led to outstanding academic achievement.

Jones College Prep is one of nine selective enrollment high schools in the Chicago Public Schools. Students are selected through a district-wide process based on students' 7th grade ISAT scores, grades, and an admissions exam. Prior to 2010, race and ethnicity were part of the equation in order to satisfy the needs of an earlier desegregation case. Race is no longer allowed in the process; students are selected through four different census tract socio-economic "tiers" to assure diversity in enrollment. Through this process, Jones has been able to maintain its status as the most diverse of the CPS selective enrollment high schools.

In recent years, Jones has consistently ranked 4th in Chicago and in the "Top 10" in Illinois on the Prairie State Achievement Exam (PSAE), which includes the ACT.

In 2011, Jones was one of only nine Illinois public high schools to make Adequate Yearly Progress (AYP) under No Child Left Behind.

Jones has received more Illinois **Honor Roll** awards for meeting state learning standards than any other public school, elementary or secondary, in the state: **Spotlight Schools Award** (2003 - present) "for exemplary performance in closing the achievement gap, meeting high standards, and opening a world of opportunities;" **Excellence Award** (2005 - present) "for exemplary academic performance on the Illinois Learning Standards."

Recent graduating classes have achieved 100% college acceptance and 99% of the most recent class (2011) were accepted to and attended four-year colleges or universities.

An aggressive scholarship program has provided graduating seniors with more than \$19 million in scholarships and financial aid.

Advanced Placement participation has increased by more than 50% over the past three years while increasing student achievement from an average score of 2.6 in 2009 to 3.0 in 2011.

Jones students continue to meet or exceed expected gains on EXPLORE - PLAN - ACT (EPAS), steadily increasing composite ACT performance from 22.5 (2007) to 25.2

Mission and Core Values of Jones College Prep

The mission of Jones College Prep is to help students develop themselves as leaders through a rigorous college prep program that focuses on educating the whole person. The values at the core of the mission of Jones College Prep include:

- The belief that the world can become a better place by nurturing children to their full potential.
- The commitment to equality and dignity of all persons regardless of background.
- The goal of excellence in all endeavors.
- The power of the mind and heart.

Profile of the Ideal Graduate of Jones College Prep at Graduation

In light of the mission of the school, we have created this profile as our "dream" statement of who we hope our students will be on the road to becoming as they walk across their graduation stage. All of our energies are focused on helping students develop as the type of individual described here. Adolescents are journey people. While we do not believe that students will be finished in developing these characteristics, we believe that the Jones College Prep experience will bring substantial "beginnings" in the following areas. The ideal Jones graduate at graduation would be on the road to becoming...

- Intellectually Competent
- Socially Skilled and Mature
- Compassionate
- Socially Just and Responsible
- Well-Rounded and Holistic

1. Assessment Results:

All Illinois high school students take the Prairie State Achievement Exam (PSAE), which includes the ACT, in April of their junior year. The performance level of Jones College Prep students on the 2011 PSAE/ACT (Class of 2012) was as follows:

Percentage of students who Meet or Exceed Illinois Learning Standards: Reading 92.6%; Mathematics 94.2%; Science 91.5%; Writing 95.8%; Composite 92.8%

ACT results for the spring 2011 testing were as follows: English 26.0; Mathematics 24.5; Reading 24.8; Science 23.8; Composite 24.9

Jones' standardized assessment results are well above state and national averages; the school ranks near the top of all public high schools in Illinois. We consider our students' PSAE and ACT performance to be acceptable, but certainly not definitive. While the 2011 results are the highest in the school's history, we continue to strive to see improvement across the board for all students. In support of these goals, we have established curricular and intervention programs designed to develop student capacity for success in all assessment metrics. Over the past five years, we have seen a general trend upward in all areas of the PSAE and ACT. Jones students consistently meet/exceed expected gains on EPAS, as well as reaching new high meets/exceeds levels on the PSAE.

Mathematics: Student performance in mathematics has seen steady improvement in both PSAE and ACT scores over the past five years. The 2011 ACT (24.5) and PSAE Meets/Exceeds (94.2%) scores are the highest in the school's history.

PSAE Mathematics: Meets/Exceeds: 2007 90%; 2008 86%; 2009 88%; 2010 85%; 2011 94%

ACT Mathematics: 2007 23.4; 2008 23.9; 2009 23.5; 2010 24.1; 2011 24.5

Improvements in these two measures of mathematics can be attributed to several curricular and instruction initiatives which coincide with the upward trend:

1. Alignment of curriculum and instruction with College Readiness Standards and Illinois Learning Standards.
2. Implementation of Integrated Math Program (IMP) beginning in 2008. The Class of 2012 is the first cohort of students to complete the entire IMP sequence prior to taking the PSAE/ACT.
3. Accelerated Summer Math programs to help students bridge from IMP 1 (Algebra) to IMP 3 (Algebra II/Trig) and from IMP 4 to Calculus (AB or BC).
4. Strategy-based ACT prep included in our College Knowledge for Juniors course.
5. Content-based ACT prep targeted to students who scored below 20 on the PLAN and practice ACT tests.

English: English, reading, and writing have traditionally been the strongest areas of performance for Jones students on standardized assessment. Although it has fluctuated somewhat over the past five years,

the meets/exceeds level on the PSAE reading has not fallen below 88%. The current percentage (93%) is the second highest in the school's history. PSAE writing currently stands at 95.8% meets/exceeds. The ACT sub-scores for English and reading have improved continuously from 2007 to the present: English (23.9 to 26.0); reading (23.0 to 24.8). Improvements in these measures of English/language arts can be attributed to the following initiatives:

1. Alignment of curriculum and instruction with College Readiness Standards and Illinois Learning Standards.
2. Establishment of a Writing Center to provide students with one-on-one support in effective written expression.
3. Implementation of Critical Thinking Skills learning strategies in all English classes.
4. Strategy-based ACT prep included in our College Knowledge for juniors course.
5. Content-based ACT prep targeted to students who scored below 20 on the PLAN and practice ACT tests.

Achievement Gap

While composite student performance has increased over the past five years (2007-2011), there is a persistent achievement gap comparing African American students to the total student population. This gap is reflected in both mathematics and English, as well as in PSAE and ACT composite scores. African American students are scoring in the 80% range in both areas, but lag approximately 10 points behind the overall school scores. To address lagging student achievement for African American and other students, we have established a number of intervention programs designed to support skills and content acquisition for greater success in school in general and on standardized assessments in particular.

1. We have implemented an aggressive school-based Response to Intervention (RtI) program to track student performance from the beginning of the freshman year onward, with special focus on African American students whose academic performance places them in danger of being "off track" for graduation. The RtI coordinator is a member of the Student Development Team (SDT), which meets weekly to identify students with performance and credit deficits and prescribe tailored intervention efforts.
2. We identify incoming freshmen whose pre-high school assessment scores indicate skills deficits in certain areas and invite them to be part of Freshman Academy. This class, co-taught by an English/social studies and a math/science teacher, focuses on helping freshmen develop executive functioning skills that support academic success, such as effective time management, organization, and study skills. The class also provides specific content and assignment support for students in their core subjects areas: Survey of English, World Studies, Physics, and IMP1 (Algebra). Freshman Academy and RtI have helped increase our freshman on-track percentage from 93% to 99% in just one year.
3. Students entering their sophomore and junior years are assessed to determine their English and mathematics skills levels based on the College Readiness Standards. Identified students are scheduled into skills-based sections of English II (American Literature) at the sophomore level; IMP 3 (Algebra II/Trig) for juniors; and a skills-based elective English course for juniors the semester prior to taking the ACT.
4. Content-based ACT prep targeted to students who scored below 20 on the PLAN and practice ACT tests.

2. Using Assessment Results:

Jones College Prep makes extensive use of assessment data in order to improve student learning. The primary standardized assessment sources of data that are utilized are the EXPLORE, PLAN, and ACT (EPAS) cycle and the Prairie State Achievement Exam (PSAE) Work Keys. In addition, teachers develop and utilize interim assessments (“benchmark” tests) in the core curricular areas and common classroom assessments to track student performance and improvement.

Analysis of student assessment data is guided by the Instructional Leadership Team (ILT), a group of instructional leaders within the school representing the core content areas (English, mathematics, science, and social studies), Response to Intervention, student services, counseling, and administration. The ILT takes the first steps in reviewing EPAS and PSAE results, identifying key areas of performance and highlighting areas in need of improvement. An important part of this review is identifying trends in specific performance areas (e.g., English, reading, mathematics, science). This data is then distributed to the core departments to begin the process of “unpacking” the data and identifying specific skills areas that need to be addressed. At their weekly planning meetings, the core departments analyze assessment results and develop strategies for improvement of instruction. Particular attention is given to identifying skills in the ACT College Readiness Standards and aligning instruction with the CRS. (Note: Jones is currently participating in a curriculum framework project that will realign instruction with the CRS, as well as begin the implementation of the Common Core State Standards.)

To track student performance between standardized testing dates, the core departments develop and implement interim assessments (benchmark tests) which are given quarterly within their respective content courses. Using the data from these interim assessments, the teachers develop action plans to address skills deficiencies identified in the assessments. Teachers also develop common assessments within freshman (IMP1, Physics, Survey of Literature, World Studies) and sophomore (IMP2, Chemistry, American Literature, U.S. History) core course areas to assure effective horizontal alignment of instruction.

Assessment data from all of these sources (standardized, benchmark, and common assessments) are utilized to develop and implement intervention courses for targeted students. Intervention courses developed to date are Freshman Academy (which supports all core freshman courses) and skills-based courses that parallel sophomore and junior level English and junior level math (IMP3). In addition to CRS alignment and intervention courses in the core content areas, assessment data is used to drive the ACT prep portions of our College Knowledge for Juniors course, giving students specific strategies for success on the PSAE/ACT in April.

Prior to the beginning of the school year, the school utilizes available data on incoming freshmen (EXPLORE, admissions exams, ISAT scores, etc.) to help inform appropriate course selection and placement. Benchmark tests in English and mathematics also contribute to having a better understanding of the skills levels of incoming freshmen which better enables the school to develop effective interventions.

Upon receipt of standardized assessment data, the school sends parents copies of their student’s individual performance reports, as well as composite data for all tested students. Assessment data is shared with the elected Local School Council (LSC), which serves as a venue for discussion of the results and the goals the school is establishing for continued improvement of student performance. Data is released to the media, where it often appears in comparison to the performance of other schools in the system and throughout the state. In addition, the goals developed from assessment data help drive the School Improvement Plan for Advancing Academic Achievement (SIPAAA), a comprehensive planning tool used to prioritize strategies to improve student learning through a systematic allocation of resources. The SIPAAA plan covers a two-year cycle and is reviewed and revised annually by the administration, faculty and staff, parents, and the LSC.

3. Sharing Lessons Learned:

Jones College Prep plays an active role in sharing best practices among the Chicago Public Schools, with counterparts throughout the state, and at regional and national conferences. Jones faculty and staff members have been particularly active in sharing instructional strategies from the mathematics, English, science, social science and counseling departments. Examples of this professional outreach have included:

Jones counselors and administrators have shared successful strategies for college readiness through the unique College Knowledge program. Audiences have included member schools of the CPS South Side High School Network, Autonomous Management Programs Schools, and regional meetings of the American School Counselor Association (ASCA).

Members of the social science department presented at Thinking About Technology in the Social Science Classroom, Conference on Differentiation and Technology in Gifted Education, hosted by Northside College Prep High School, February 3, 2012, Chicago, Illinois. Participants included teachers from across Chicago Public Schools.

A member of the social science department made a lesson plan presentation entitled The Jewel of Westward Expansion: The Acquisition of California and the Article II Implications, National Constitution Center Annenberg Summer Teacher Institute, July 3, 2010, Reagan Library, Simi Valley, California.

Over the past four years, members of the mathematics department have made numerous presentations and shared successful instructional strategies as part of the Chicago Lesson Study Group with DePaul University. These have included a team of teachers developing and presenting public research lessons to hundreds of educators from CPS and around the country. The lead teacher presented to over 50 educators from around the country on her experiences using Lesson Study as a form of professional development for herself and the teachers in her department at the National Council of Teachers of Mathematics National Convention, Spring 2010.

On October 28, 2011, a Jones social science teacher spoke on a panel at Northwestern University's School of Education and Social Policy in order to guide 40+ social science supervising teachers from all over the city and suburbs how properly to mentor student teachers for success in the classroom.

A Jones chemistry teacher has presented to national audiences at the National Science Teachers Association conference in Indianapolis and at "Super Science Saturday" (an introductory one-day workshop for science teachers new to the TI-Nspire) in Chicago (November 2011) and New Orleans (February 2012). Other science department sharing has included: working with chemistry teachers in the Ysleta ISD in El Paso, Texas, September-November, 2011, for the GEARUP program; working with science teachers in a webinar series professional learning community preparing new science teachers to become regional instructors for TI; serving as technical consultant for the College Board AP Chemistry Lab Manual writing project.

4. Engaging Families and Communities:

Jones College Prep works with all stakeholders to build a strong sense of community and to engage everyone in the primary goal of student success. This is particularly challenging since the students who attend Jones come from all parts of the city of Chicago, often traveling 1-1 ½ hours by train and bus to reach school. This wide dispersal of the Jones "community" makes it imperative that the school be very proactive in helping build the connections needed to for our students to achieve.

Parent engagement begins before the freshman year as part of the transition to high school. An all-day "Open House" is hosted by the school in the fall to provide 8th graders and their parents the opportunity to visit the school, meet faculty and staff, and learn more about our programs. Once selections have been made in February, the school reaches out to parents and students and invites them to school for a

“Freshman Welcome” program in March. Parents learn about the expectations the school has for the students and the ways in which they can become involved in the life of the school. This process continues through the spring and summer (including our summer “Freshman Connection” program) so that, by the time school starts in the fall, students and their parents feel that they are already part of the Jones family.

In the early fall we hold a “Back-to-School Night” during which all parents meet the teachers and learn more about the classes their students are taking. Regular parent-teacher conferences throughout the year play an important role in maintaining parent engagement. Grade level potluck dinners, club-based events, and athletic banquets involve large numbers of parents as organizers and participants. Friends of Jones and the Local School Council are active in keeping parents involved in the life of the school through panel discussions, fundraising activities, and volunteer opportunities. These events all contribute to developing a sense of community among our stakeholders.

In order to keep parents fully informed, the school utilizes several means of web-based communication. These include a regular newsletter, an up-to-date website, “Parent Portal” access to the online Gradebook, one-on-one progress reports, and an interactive college application process through our unique College Knowledge course. School policy requires faculty and staff members to return parent calls and emails within 24-48 hours depending on the level of urgency. Parents frequently comment on how well the teachers keep them informed and engaged in their student’s progress.

1. Curriculum:

Jones College Prep core curriculum was developed in alignment with both the Illinois Learning Standards and the ACT College Readiness Standards. Chicago Public Schools have just begun the process to align curriculum and instruction with the new Common Core State Standards. In 2011, Jones began a CRS realignment process through the Curriculum Framework Project (CFP) in cooperation with Chicago Public Schools and John Hersey High School, District 214.

The Math Department has aligned curriculum to address the appropriate College Readiness Standards at each course level. The spiraling format of the courses allows teachers to review standards as they reappear each year without having to completely re-teach previous material. Teachers have also spent time identifying any gaps in the curriculum in order to find logical places to insert additional College Readiness Standards that were not originally covered. This thorough examination of the mathematics curriculum has resulted in a very coherent and comprehensive four-year scope and sequence.

The Jones English Department has aligned the English I and II curricula, and has developed common assessments based on the CRS. English III (British Literature) and English IV (World Literature) have also collaborated to focus on specific CRS to be taught and assessed each quarter. Benchmark assessments use released ACT exams to assess mastery of skills taught each quarter, and the results are examined to determine the need (if any) for reteaching. Discussion is on-going regarding the adoption of Common Core Standards, building on teachers' existing knowledge and skills bases to incorporate the CCS in an appropriate, effective manner.

The curricular sequence of required science courses has been adjusted in the past few years from a biology-chemistry-physics sequence to a physics-chemistry-biology sequence. This realignment has made it easier for us to vertically align both science content (Illinois Learning Standards) and science practices (CRS). Teachers are currently working to identify a progression of science readiness skills across the curriculum by targeting score ranges and strands (Interpretation of Data (IOD), Evaluation of Models, Inferences and Experimental Results (EMI), and Scientific Investigations (SI) for each program (physics, chemistry and biology).

The Social Science Department has aligned all courses to the appropriate standards. The Honors World Studies (freshman) curriculum was completely redeveloped to align with the Illinois Learning Standards for Social Science, the College Readiness Standards, as well as the skills required for students to succeed in Advanced Placement US History. Teachers are committed to ensuring that every student has met the Illinois Social Science Goals specific to history, economics, and social and political systems, but also address skill deficits with regard to critical reading and analytical writing in order to provide every student the ability to succeed in our upper-level Advanced Placement courses as well as be college-ready. The department created a common curriculum for Honors freshman and sophomore courses and adopted a writing curriculum published by the Evanston DBQ project to use in every classroom to enhance students' critical reading and analytical writing skills. As a result of these efforts, our students have entered our upper-level AP courses better prepared and earned higher AP scores than in the past.

The World Language Department curriculum is aligned with the Illinois Learning Standards for Foreign Languages (Spanish, French and Mandarin). The standards are:

State Goal 28: Use the target language to communicate within and beyond the classroom setting; State Goal 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language; State Goal 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.

World languages are also aligned with the “5 Cs” from the American Council on the Teaching of Foreign

Languages (ACTFL): Communication, Cultures, Connections, Comparisons, Communities. Research affirms that students who take a foreign language do better on their ACT scores. Almost 80% of Jones graduates take four years of the same foreign language. Their scores in the AP exams are high in all three languages offered.

The Physical Education department strives to address as many of the Illinois Learning Standards for Physical Development and Health (Goals 19-24) that we can with our currently limited facility (no gym or fields). All six of the goals are addressed within the curriculum. Goal 19 – Movement Skills and Goal 20 – Physical Fitness are primarily addressed within the sophomore through senior curriculum with introductions in freshman health class. Goal 21 – Team Building is accomplished within the freshman and sophomore curriculum and finally goals 22 – Health Promotion, Prevention and Treatment, 23 – Human body systems, and 24 Communications and Decision-Making are primarily components of the freshman curriculum with some focus during the sophomore year. The counseling department also assists with goal 24 during the “Freshman Fridays” and “Sophomore Fridays” where periodically throughout the year they come in and address topics related to communication and decision making.

Learning in the visual and performing arts supports an education that is involved in imaginative, flexible and critical thinking. The visual arts encourages the ability to think creatively and is aligned with the Illinois State Standards and supports /incorporates standards in other subject areas i.e. math, science and English. Students learn and work with a variety of materials, media and techniques to create original works of art that promote self-directed learning and risk taking to express personal viewpoints that reflect a social consciousness and a link to our ever changing global perspective.

Jones does not have a separate technology department or curriculum. Rather, technology is integrated throughout the curriculum and instructional program, enabling teachers and students to leverage instructional activities and enhance student learning.

2. Reading/English:

Jones College Prep has a comprehensive English / language arts curriculum designed to provide all students with the skills and knowledge they need for admission to and success in college. The curriculum is aligned with the ACT College Readiness Standards and is beginning the transition to alignment with the Common Core State Standards. Jones’ English curriculum and instruction is built on a foundation of critical thinking skills, effective written communication, and analysis of literary and non-fiction texts.

Jones students are required to earn at least four Carnegie units of English in order to graduate. A common curriculum in the freshman (Survey of Literature) and sophomore (American Literature) years is followed by a rich selection of courses in the junior and senior years: AP English Literature, AP English Language, British Literature, Latin American Literature, African American Literature, and Creative Writing. All non-AP courses are taught at the Honors level.

English teachers use data from EPAS, benchmark, and common assessments to identify students with skills deficits in order to develop instructional interventions within the classroom and in special skills-based sections of English classes. Freshman Academy and English II are taught at the honors level, but provide targeted students with additional emphasis on specific College Readiness Skills. Highly skilled teachers are assigned to these skills enhancement courses with time set aside to collaborate on techniques for support and improvement. Teachers work closely with our site-specific Response to Intervention program and Student Development Team to address student needs through Tier 1 and 2 RtI interventions.

In order to provide greater access to AP English classes, in 2008 Jones discontinued the practice of “gate-keeping” to pre-screen students for AP classes. Instead, greater emphasis has been placed on insuring students have the skills needed to be successful in AP classes. Teachers encourage students on a one-to-one basis to enroll in AP English courses and advocate for their students to take on the AP challenge. Counselors provide additional guidance and support in this process. The number of students enrolled in

AP English classes has doubled in three years. The school provides continued support and professional development for AP English instructors.

Tutoring and mentoring are available before and after school for students of all ability levels. The establishment of an AB block schedule with an organic Academic Lab program in 2012-2013 will provide greater opportunity within the school day for direct and small group tutoring and an expansion of our Writing Lab program.

3. Mathematics:

The Mathematics Department's curriculum and instruction are centered on the idea that all of our students should not only be able to effectively apply the mathematics that they are studying, but also understand, explore, and communicate it with confidence. We focus on developing a deep understanding of mathematical concepts that are accessible to students from a variety of mathematical backgrounds. Students regularly work in groups to stress the importance of building effective communication and collaboration skills. The content is presented in a manner that reflects how mathematics has been developed and represents the different ways people work and learn together. In a typical class period students are expected to investigate patterns, predict solutions, analyze methods of solving problems, and verify answers. These problem solving skills are developed most often through small group discussions and well-reasoned student presentations to the whole class.

To implement this educational philosophy, the Mathematics Department has adopted the Interactive Mathematics Program as our core curriculum. Research indicates that mathematics should be learned in the context of meaningful and interesting problems. Each unit is organized around a central problem or theme, which requires considerable mathematics to solve. For too long, mathematics has been seen as a set of isolated topics (Algebra, Geometry, Trigonometry, Statistics etc.) that are not dependent on each other. We believe there is value in studying and understanding the various connections between these fields. This is why each course is designed as part of a larger sequence allowing students to experience multiple branches of mathematics each year through a structured spiraling format. Each course covers a variety of mathematical topics increasing in complexity every year. In addition to these core courses, we also offer Advanced Placement Calculus (AB), Advanced Placement Calculus (BC), and Advanced Placement Statistics.

In an effort to support students performing below grade level, we have taken a standards-based approach to designing our courses and building our assessments. This approach allows us to easily identify which students are lacking in certain skill areas. The data we collect about our students' strengths and weaknesses then guides our instruction throughout the year. Benchmark tests help us to see where and when our students are growing. This approach also helps us to identify the students who are truly excelling in mathematics. For our students performing above grade level, we offer opportunities (placement exams and advanced summer courses) to move ahead into upper level math courses. Students who choose to participate in these opportunities benefit from the experience of enrolling in Advanced Placement mathematics courses before graduation.

4. Additional Curriculum Area:

The visual and performing arts programs at Jones College Prep support the school's mission of educating the whole person. Our arts programs foster creativity in artistic expression as well as building skills that impact a wide range of academic disciplines. Our location in Chicago's educational and cultural corridor enables students to access world-class professional arts programs on their very doorstep. All Jones students are required to take at least one visual and one performing art class for graduation; many take four credits or more.

In visual arts, Jones offers a wide range of courses and media for artistic expression, from painting and drawing to graphic design and metal-smithing. Jones students regularly compete in city-wide events, and

the school is filled with examples of student work. In addition, Jones has partnerships with galleries and other venues in the Loop where student work is adjudicated and displayed. Visual arts students conduct research at the nearby Chicago Art Institute and participate in after school classes at Gallery 37 (which serves both visual and performing arts).

Jones has been in the forefront of theater since the school opened. Our four-year Theater Academy program provides both casual and serious theater students with opportunities to learn their craft and take part in cutting edge productions, often with a social message. From *The House on Mango Street*, our first production in 1999, to the currently in rehearsal *Urinetown*, Jones theater students have made a name for themselves throughout the region and state. The Jones 2011 production of *The Complete Works of Shakespeare (Abridged)* was the first CPS high school play to be performed at the Illinois state theater conference. As with visual arts, our theater program takes advantage of our location to build partnerships with professional theaters.

Jones instrumental and choral music programs have garnered numerous awards in solo and ensemble competitions, division, and all-city competitions, as well as receiving national and international recognition. The instrumental music program was honored by the “Mr. Holland’s Opus” Foundation with an award of \$25,000 for badly needed new musical instruments. (Most students cannot afford their own instruments.) We also have a partnership with Chicago Symphony Orchestra; Jones students have “opened” for the CSO as part of youth orchestra programs. The Concert Band traveled to China and performed at the Great Wall. Jones jazz band and choir are in great demand and perform frequently for major functions throughout the city of Chicago and at national venues. The Jones Jazz vocal ensemble has been invited twice to the New York City Vocal Jazz Festival.

5. Instructional Methods:

Jones College Prep teachers utilize a wide range of instructional methods in order to meet the varied learning needs and styles of our students. While the school’s daily schedule has been fairly traditional (eight 45-minute periods per day), teachers differentiate instruction and assessment to provide students with learning opportunities that are both challenging and supportive of success. Jones will implement an A/B block schedule for the 2012-2013, providing teachers and students with greater flexibility in the use of instructional time. The new schedule will also include an Academic Lab period for student academic support, intervention, and enrichment.

Underlying differentiation is the common theme of critical thinking; both instruction and assessment seek to enhance student development and use of higher order thinking skills. Instructional activities include cooperative learning, oral, written, graphic, and performance activities, document-based research, and community-based activities that take advantage of the resources available in downtown Chicago and the city at large. Within each content area, specialized instructional activities are utilized to help students build capacity for Advanced Placement courses and success on the ACT. Instruction also reflects the school’s commitment to diversity and respect for the character of our varied school communities.

Although all Jones courses are taught at the honors level, the school has developed numerous intervention strategies within our instructional program designed to meet the needs of students with specific skills deficits. These Tier 1 (classroom) interventions are implemented by teachers under the guidance of the Response to Intervention (RtI) program. English and mathematics departments have created and implemented skills-based sections of common core courses to further enhance skills development in support of the College Readiness Standards. Other support mechanisms, such as Writing Center and College Knowledge, are available to all students.

Jones teachers utilize technology to enhance student learning, including desktop and laptop computers, Elmo and LCD data projectors, and a new state-of-the-art web-based world languages lab. College counselors utilize the Naviance system on the web to help students develop their college search strategies, complete the FAFSA process, apply for scholarships and financial aid, and submit and track college

applications. College Knowledge also utilizes web-based resources to prepare students for the ACT and PSAT.

In a special pilot program, students in Chemistry use the TI-Nspire CX handhelds to do calculations, run scientific simulations, work with spreadsheets, and graph and interpret scientific data sets. Students can also use the Nspire to collect and analyze live data through digital sensors that are connected to the handheld. Finally, the TI-Navigator system is used in the classroom daily for formative and summative assessments. Students take an assessment and then class results are collected and displayed instantly for discussion purposes. Instruction is adjusted in real time based on student responses.

A new Jones building is presently under construction and scheduled for completion by the fall of 2013. The school will provide the faculty and students with enlarged and improved instructional space, new technology, and specialized facilities to enhance the learning environment.

6. Professional Development:

Jones teachers actively engage in professional development programs aligned with academic standards and designed to enhance student learning. Academic core teachers are currently participating in a Curriculum Framework Project (CFP) to re-align with College Readiness Standards (CRS), as well as making preparations for adoption of the Common Core State Standards.

Over the past five years, Jones professional development has also addressed two broad areas for instructional improvement: critical thinking skills and differentiated instruction and assessment. In addition to school wide and department level study, the school has utilized the resources of the University of Chicago and noted national presenters like Louis Mangione to provide research-based professional development for teachers. With the coming adoption of an A/B block schedule, teachers have been visiting block schedule schools to learn more about best practices in the block. Effective use of differentiated instruction and assessment and critical thinking skills have been adopted as school-site evaluative criteria for teachers.

The school has broadened the Advanced Placement program and the number of teachers providing AP classes, which has in turn expanded professional development needs to support student success. Teachers have attended local and regional AP conferences and workshops and, on several occasions, have served as presenters and workshop leaders. CPS has been supportive of AP through targeted professional development activities throughout the school year. AP enrollment has almost doubled in five years, and the percentage of students scoring 3+ has also increased. The 2011 AP Equity and Excellence score for Jones was 93.5, up from 77.7 the previous year.

Teachers in science, English, mathematics, social sciences, and counseling have attended regional and national professional conferences, including the National Science Teachers Association, National Council of Teachers of English, and National Council of Teachers of Mathematics. Mathematics teachers are part of the DePaul University Lesson Study Group, which serves as a professional development tool for teachers to assess instructional effectiveness. Teachers have served as presenters as well as participants at regional and national conferences.

Several measures of student success are clear indicators of effective instruction. During the past five years (2007-2011), the ACT composite score for Jones graduates has risen from 22.5 to 25.2. Significant rates of growth are found in each of the subtests: English +3.5, Mathematics +1.6, Reading +2.9, Science +2.4. The school's meets/exceeds rate for the Prairie State Achievement Exam (PSAE) has increased from 88.5% to 92.8% during that same time period, with the greatest gains in math and science. The percentage of freshmen on track to graduate has increased from 92.7% to 99.0% from 2008 to 2012.

7. School Leadership:

Jones College Prep is committed to a shared leadership model that utilizes the talents, skills, and knowledge of all faculty and staff members in a collaborative decision making process. In addition to the principal and assistant principal, faculty and staff members participate in instructional and operational decision making through several representative bodies that focus on specific areas of responsibility. Members of the Administrative Team (principal, assistant principal, and dean) serve as members or chair the various committees. The principal provides the primary instructional leadership for the school, works with colleagues to determine direction, and is ultimately accountable for the growth of student achievement.

Instructional Leadership Team (ILT) meets biweekly to focus on topics related to curriculum and instruction, including the Curriculum Framework Project, ACT College Readiness Standards, Common Core Standards, Advanced Placement, professional development, and assessment. The team consists of the chairs of the extended core departments (English, Social Studies, Math, Science, World Languages, as well as Counseling and Special Education), the other faculty who make up the CFP team, and the school administration.

Operations and Planning Team (OPT) meets monthly to address organizational, management, and planning issues, including scheduling major school events (Back-to-School Night, Open House, Report Card Pick-Up, exams, etc.), schedule issues (e.g., lengthened school day, bell schedule, assessment, restructured days), budget, textbooks, facility use and management, and all related issues. OPT also assists in preparations and planning for the move to the new building in 2013. The team consists of all the department chairs (English, Social Studies, Math, Science, World Languages, Counseling, Visual and Performing Arts, Special Education), director of finance and operations, director of student services, engineer, and the Administrative Team.

Faculty Council maintains an “open agenda” format to discuss non-contract issues involving school improvement. A major task of Faculty Council in 2011-2012 is the development of the 2012-2014 SIPAAA, in cooperation with the ILT and OPT. Members are elected by the faculty. Meetings are monthly or more frequently if needed.

Student Development Team is chaired by the dean of students and consists of the counselors, director of student services, school nurse, social worker, psychologist, Response to Intervention coordinator, and related student services personnel. SDT addresses issues regarding student services programming and services for individual students. SDT meets weekly during the school day.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Prairie State Achievement Exam

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: ACT

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds	94	85	88	86	90
Exceeds	12	20	16	14	10
Number of students tested	189	188	160	138	195
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	15	9	7	3
Percent of students alternatively assessed	2	8	5	5	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds	92	83	87	94	80
Exceeds	15	18	9	15	7
Number of students tested	119	105	87	85	122
2. African American Students					
Meets or Exceeds	83	70	76	74	90
Exceeds	7	11	10	26	17
Number of students tested	42	37	29	27	41
3. Hispanic or Latino Students					
Meets or Exceeds	96	85	89	96	91
Exceeds	3	13	11	7	3
Number of students tested	69	53	55	45	63
4. Special Education Students					
Meets or Exceeds	58	77	79	87	74
Exceeds	17	23	14	11	11
Number of students tested	12	13	15	14	19
5. English Language Learner Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
6. White, Non-Hispanic					
Meets or Exceeds	98	92	89	83	92
Exceeds	17	27	23	13	13
Number of students tested	52	52	47	47	48
NOTES:					

12IL1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: Prairie State Achievement Exam

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: ACT

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds	93	88	94	89	90
Exceeds	27	24	30	21	16
Number of students tested	189	188	160	138	195
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	15	9	7	3
Percent of students alternatively assessed	2	8	6	5	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds	91	83	93	87	86
Exceeds	18	19	20	11	16
Number of students tested	119	105	87	85	122
2. African American Students					
Meets or Exceeds	81	81	89	85	92
Exceeds	5	3	10	15	7
Number of students tested	42	37	29	27	41
3. Hispanic or Latino Students					
Meets or Exceeds	91	87	98	93	83
Exceeds	23	21	27	11	10
Number of students tested	69	53	55	45	63
4. Special Education Students					
Meets or Exceeds	67	62	79	33	58
Exceeds	8	8	0	8	0
Number of students tested	12	13	15	14	19
5. English Language Learner Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
6. White, Non-Hispanic					
Meets or Exceeds	100	92	98	87	92
Exceeds	46	39	49	30	29
Number of students tested	52	52	47	47	48
NOTES:					

12IL1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds	94	85	88	86	90
Exceeds	12	20	16	14	10
Number of students tested	189	188	160	138	195
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	15	9	7	3
Percent of students alternatively assessed	2	8	5	5	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds	92	83	87	94	80
Exceeds	15	18	9	15	7
Number of students tested	119	105	87	85	122
2. African American Students					
Meets or Exceeds	83	70	76	74	90
Exceeds	7	11	10	26	17
Number of students tested	42	37	29	27	41
3. Hispanic or Latino Students					
Meets or Exceeds	96	85	89	96	91
Exceeds	3	13	11	7	3
Number of students tested	69	53	55	45	63
4. Special Education Students					
Meets or Exceeds	58	77	79	87	74
Exceeds	17	23	14	11	11
Number of students tested	12	13	15	14	19
5. English Language Learner Students					
Meets or Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. White, Non-Hispanic					
Meets or Exceeds	98	92	89	83	92
Exceeds	17	27	23	13	13
Number of students tested	52	52	47	47	48
NOTES:					

12IL1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds	93	88	94	89	90
Exceeds	27	24	30	21	16
Number of students tested	189	188	160	138	195
Percent of total students tested	100	100	100	100	100
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Meets or Exceeds	67	62	79	33	58
Exceeds	8	8	0	8	0
Number of students tested	12	13	15	14	19
5. English Language Learner Students					
Meets or Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. White, Non-Hispanic					
Meets or Exceeds	100	92	98	87	92
Exceeds	46	39	49	30	29
Number of students tested	52	52	47	47	48
NOTES:					

12IL1